

Theodore Lester Elementary

3501 E. Palmetto St.
Florence,, SC 29506

Grades	PK-6 Elementary School	
Enrollment	436 Students	
Principal	Gregory Mingo	843-664-8459
Superintendent	Larry Jackson, Interim Superintendent	843-669-4141
Board Chair	Porter Stewart	843-669-6395

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	51	52	3

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Average	Below Average	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located. 96.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

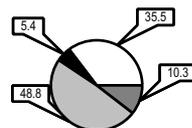
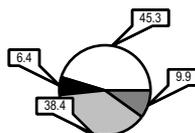
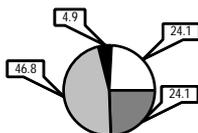
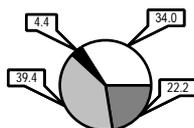
English/Language Arts

Mathematics

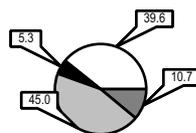
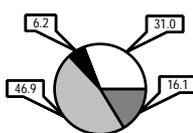
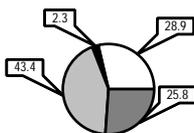
Science

Social Studies

Our School



Elementary Schools with Students like Ours



Definition of Critical Terms

- Advanced** Very high score; very well prepared to work at next grade level; exceeded expectations
- Proficient** Well prepared to work at next grade level; met expectations
- Basic** Met standards; minimally prepared, can go to next grade level
- Below Basic** Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	233	99.1	33.3	39.5	21.4	5.7	33.3	Yes	Yes
Gender									
Male	115	99.1	42.2	39.2	14.7	3.9	23.5		
Female	118	99.2	25.0	39.8	27.8	7.4	42.6		
Racial/Ethnic Group									
White	72	100.0	18.8	42.2	26.6	12.5	42.2	Yes	Yes
African American	154	98.7	41.7	36.0	19.4	2.9	30.2	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	166	99.4	23.6	43.2	27.0	6.1	42.6		
Disabled	67	98.5	56.5	30.6	8.1	4.8	11.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	233	99.1	33.3	39.5	21.4	5.7	33.3		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	229	99.1	34.0	38.3	21.8	5.8	34.0		
Socio-Economic Status									
Subsidized meals	182	98.9	34.8	40.4	21.1	3.7	31.1	Yes	Yes
Full-pay meals	51	100.0	28.6	36.7	22.4	12.2	40.8		
Mathematics – State Performance Objective = 36.7%									
All Students	233	99.6	24.2	46.4	23.2	6.2	45.0	Yes	Yes
Gender									
Male	115	99.1	32.4	41.2	17.6	8.8	42.2		
Female	118	100.0	16.5	51.4	28.4	3.7	47.7		
Racial/Ethnic Group									
White	72	100.0	14.1	39.1	37.5	9.4	65.6	Yes	Yes
African American	154	99.4	30.0	49.3	15.7	5.0	34.3	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	166	100.0	12.8	53.0	29.5	4.7	53.7		
Disabled	67	98.5	51.6	30.6	8.1	9.7	24.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	233	99.6	24.2	46.4	23.2	6.2	45.0		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	229	99.6	24.6	46.4	22.7	6.3	44.9		
Socio-Economic Status									
Subsidized meals	182	99.5	25.3	51.2	17.9	5.6	40.7	Yes	Yes
Full-pay meals	51	100.0	20.4	30.6	40.8	8.2	59.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	233	99.6	45.0	37.4	9.5	8.1	17.5
Gender							
Male	115	99.1	47.1	35.3	9.8	7.8	17.6
Female	118	100.0	43.1	39.4	9.2	8.3	17.4
Racial/Ethnic Group							
White	72	100.0	21.9	45.3	17.2	15.6	32.8
African American	154	99.4	56.4	33.6	5.0	5.0	10.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	166	100.0	38.3	44.3	10.7	6.7	17.4
Disabled	67	98.5	61.3	21.0	6.5	11.3	17.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	233	99.6	45.0	37.4	9.5	8.1	17.5
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	229	99.6	45.4	37.2	9.2	8.2	17.4
Socio-Economic Status							
Subsidized meals	182	99.5	50.6	34.6	8.6	6.2	14.8
Full-pay meals	51	100.0	26.5	46.9	12.2	14.3	26.5
Social Studies							
All Students	233	99.6	35.5	47.4	10.0	7.1	17.1
Gender							
Male	115	99.1	40.2	44.1	11.8	3.9	15.7
Female	118	100.0	31.2	50.5	8.3	10.1	18.3
Racial/Ethnic Group							
White	72	100.0	17.2	48.4	20.3	14.1	34.4
African American	154	99.4	44.3	45.7	5.7	4.3	10.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	166	100.0	28.2	55.7	9.4	6.7	16.1
Disabled	67	98.5	53.2	27.4	11.3	8.1	19.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	233	99.6	35.5	47.4	10.0	7.1	17.1
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	229	99.6	35.3	47.3	10.1	7.2	17.4
Socio-Economic Status							
Subsidized meals	182	99.5	40.1	45.1	8.6	6.2	14.8
Full-pay meals	51	100.0	20.4	55.1	14.3	10.2	24.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	61	98.4	17.9	28.6	44.6	8.9	53.6
	4	64	100.0	21.3	55.7	23.0	N/A	23.0
	5	65	98.5	25.4	67.8	6.8	N/A	6.8
	6	61	100.0	47.5	34.4	16.4	1.6	18.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	51	100.0	14.9	23.4	48.9	12.8	61.7
	4	59	100.0	25.5	40.4	29.8	4.3	34.0
	5	61	96.7	30.8	55.8	11.5	1.9	13.5
	6	62	100.0	58.2	38.2	3.6	0.0	3.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Mathematics							
	3	61	98.4	17.9	66.1	12.5	3.6	16.1
	4	64	100.0	27.9	55.7	9.8	6.6	16.4
	5	65	98.5	30.5	52.5	11.9	5.1	16.9
	6	61	100.0	36.1	49.2	13.1	1.6	14.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2005	3	51	100.0	10.6	51.1	31.9	6.4
4		59	100.0	27.7	34.0	38.3	0.0	38.3
5		61	98.4	30.2	54.7	7.5	7.5	15.1
6		62	100.0	25.5	47.3	21.8	5.5	27.3
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Science							
	3							
	4							
	5							
	6							
	7							
	8							
	2005	3	51	100.0	23.4	51.1	17.0	8.5
4		59	100.0	38.3	42.6	10.6	8.5	19.1
5		61	98.4	60.4	28.3	9.4	1.9	11.3
6		62	100.0	54.5	34.5	3.6	7.3	10.9
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Social Studies							
	3							
	4							
	5							
	6							
	7							
	8							
	2005	3	51	100.0	8.5	53.2	23.4	14.9
4		59	100.0	36.2	46.8	10.6	6.4	17.0
5		61	98.4	37.7	56.6	5.7	0.0	5.7
6		62	100.0	54.5	40.0	3.6	1.8	5.5
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 436)				
First graders who attended full-day kindergarten	100.0%	Up from 93.0%	100.0%	100.0%
Retention rate	4.9%	Down from 7.7%	3.8%	3.0%
Attendance rate	95.6%	Down from 95.7%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.4%	Down from 1.2%	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%	Down from 1.6%	3.8%	3.2%
Eligible for gifted and talented	4.8%	Down from 5.4%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.0%	Down from 13.1%	8.1%	8.2%
Older than usual for grade	3.4%	Up from 2.7%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	46.5%	Up from 45.7%	50.0%	52.6%
Continuing contract teachers	74.4%	Down from 78.3%	80.6%	83.3%
Highly qualified teachers	71.1%	Down from 85.2%	93.6%	93.5%
Teachers with emergency or provisional certificates	11.8%	Down from 13.9%	1.1%	0.0%
Teachers returning from previous year	77.0%	Down from 78.0%	85.2%	87.0%
Teacher attendance rate	96.1%	Up from 94.2%	94.9%	95.0%
Average teacher salary	\$38,928	Up 5.5%	\$40,734	\$41,703
Prof. development days/teacher	11.9 days	Up from 10.3 days	12.8 days	12.8 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 18.1 to 1	17.4 to 1	18.8 to 1
Prime instructional time	90.7%	Up from 88.9%	89.5%	89.8%
Dollars spent per pupil*	\$9,303	Up 18.6%	\$6,827	\$6,242
Percent of expenditures for teacher salaries*	70.0%	Up from 69.0%	64.1%	65.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
		Our District		State
Highly qualified teachers in low poverty schools		84.2%		89.4%
Highly qualified teachers in high poverty schools		86.9%		90.1%
		State Objective		Met State Objective
Highly qualified teachers in this school		65.0%		Yes
Student attendance in this school		95.3%		Yes

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Theodore Lester Elementary is a school with "Extra Special People." It is regionally accredited by the Southern Association of Colleges and Schools and nationally accredited by the Commission on International and Trans-Regional Accreditation. Adequate Yearly Progress was met this past year.

Lester's population is comprised of CD to 6th grade with orthopedic disabled students and autistic students in resource and self-contained classes. All special needs students are mainstreamed to the regular classroom during the school day.

During the 2004-05 school year, the School Improvement Council continued to focus on promoting school and community collaboration to produce better test scores and an enriched environment. Employees of Roche Carolina provided challenges in math for fourth graders. The Florence, South Carolina Progressive Women tutored students in the afternoon. John Calvin Presbyterian Church provided lunch buddies for the school. The council supported Muffins for Mom, Doughnuts for Dad, Teacher Appreciation Week, and the spring carnival. More reinforcement of positive behavior, increase in parent participation, and meeting AYP are the goals for the 2005-06 school year. The School Improvement Council is recommending that funds are used to hire a math/science coach.

The Council is proud of the school's progress with test scores. Based on PACT test results, the percentage of Below Basic students in math has decreased approximately 50% in each grade level from 2001 to present.

Thanks to the parents, the community, and especially the School Improvement Council for supporting the students, staff, and the administration at Lester. Your dedication continues to ensure that Theodore Lester Elementary is one of the best educational institutions in the state.

Marelene S. Williams, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	61	59
Percent satisfied with learning environment	97.5%	84.7%	86.2%
Percent satisfied with social and physical environment	100.0%	86.4%	84.7%
Percent satisfied with school-home relations	92.5%	90.0%	70.2%

*Only students at the highest elementary school grade level at this school and their parents were included.